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ASSESSING STUDENTS' RESPONSE IN IMPLEMENTING ONLINE LEARNING AS FEEDBACK FOR IMPROVING THE QUALITY OF LANGUAGE LECTURES

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ABSTRACT

The study aimed to gain an understanding of the perceptions, expectations, and constraints of students in the process and mechanism of online learning implementation to improve the quality of further learning. Data was collected by a semi-open questionnaire that was distributed via a google form to students who participated in online learning. Data were analyzed quantitatively and qualitatively. Quantitative analysis was used to describe student perceptions, while qualitative analysis was used to describe students' expectations and constraints in online learning. This analysis found that most of the students rated the implementation of online learning as quite good because it did not meet their expectations. Online learning was not entirely able to meet the academic, technical, and social-psychological needs expected by students. Students were constrained by communication network connections, clarity of learning materials, learning mechanisms, and learning implementation schedules. This finding was useful for lecturers who carry out online learning.

INTRODUCTION

Learning is a process to make students do learning activities. In the context of learning, students as learning subjects interact with lecturers and other learning components which include learning resources, learning media, and learning environments. Through this interaction process, students carry out activities, both

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physically and mentally, to obtain information as a learning experience from various sources by utilizing various media in their learning environment. Lecturers as learning partners provide the best learning services so that students get access and ease in achieving their learning goals (November 2018).

In the lecture activities, lecturers have an important role in directing and encouraging student enthusiasm for learning. In the Law on Teachers and Lecturers, number 14 of 2005 article 5, it is stated that the position of lecturers as professional staff functions to improve the dignity and role of lecturers as agents of learning, developers of science, technology, and arts, as well as community service functions to improve quality of national education. Based on this statement, it can be said that the lecturer has an important role in the interaction of learning, which has the responsibility as a developer of science, technology, and art, and is responsible for improving the quality of national education.

In the context of modern education, learning interactions in the classroom are often replaced by interactions through digital technology. This happens because the development of information technology is very fast so the learning process must follow these developments. The development of technology enables many learning interactions not to be done conventionally by doing face-to-face learning models in the classroom. Therefore, for those who are busy and only have limited free time, online learning has advantages when compared to conventional lecture methods that must prepare time for learning in class.

Online learning models are widely used in the education process. Online education is carried out by utilizing information and communication technology. The learning system is implemented through a computer or laptop device connected to the internet connection. A well-integrated system allows students to obtain all required lecture information and be able to implement the learning system well. Lecturers can teach from anywhere, also students can learn from home, without having to be in the classroom (Loeb 2020). In terms of time, online learning provides an opportunity for students to be able to learn by the time they have.

Learning by utilizing digital technology is a learning activity that is both beneficial and challenging, both for lecturers and students (Redaksi, 2018). Through online learning, lecturers and students can improve their competence through learning that utilizes digital multimedia. Lecturers can help students participate in learning and students can repeat learning many times without limited time. Through well-organized online learning, the quality of learning can improve. However, online learning is also a challenge for lecturers and students, especially for those who have not mastered digital technology properly. In this learning, lecturers have difficulty in detecting student understanding related to the material being taught and students also have difficulty conducting discussions with each other.

In online learning, learning activities are carried out without face to face, but through platforms that are already available. This online learning, besides having various advantages, also has weaknesses. Based on the survey, cited in Kompasiana ("Pembelajaran Daring, Efektif? - Kompasiana.Com" 2020), there are several obstacles experienced by students in online learning. These obstacles from the student's point of view are caused among others by network constraints and on quota depletion and limited money. This can happen because not all

telecommunications companies operating in Indonesia have collaborated with online learning media platforms, so the quota of students who are accessing online learning content is quickly depleted. Other reasons for the weaknesses of online learning are that learning is easily distracted, explanations of learning material by lecturers are inadequate, and in the learning process, lecturers do not explain the material, but only give assignments to their students.

In the current education sector, the Covid19 pandemic drastically changed the learning systems and processes almost all over the world, including in Indonesia. The education process must continue to be carried out through other mechanisms to provide learning services that facilitate student learning (Makdori 2020). Learning that initially only relies on conventional interaction models through face-to-face must change into interactions that utilize the internet network. In the learning process, all learning components experience changes, both related to the material and learning strategies as well as learning models and learning evaluation systems. Teachers and students must follow these changes and implement them in learning activities. For lecturers and students who are already familiar with the online learning model, the change in the learning system will strengthen the learning model it has done. However, for lecturers and students who initially only relied on conventional learning, the change was a new system that might be an obstacle in the implementation of learning.

Language lectures in language study programs are lectures that focus more on learning language skills than learning about languages. Learning activities are mostly done in the form of practical use of logical language to express ideas in written form. Group discussions and consulting learning tasks appear to be more dominant in the implementation of learning. Therefore, with changes in learning systems that force online learning, language lectures must change the format and mechanism of learning implementation. These changes will have an impact on students as learners.

In line with the description above, this study aimed to describe the response of students in implementing online learning as feedback to improve the quality of learning. In detail, this study described (a) students 'perceptions of online learning, (b) students' expectations in online learning, and (c) problems faced by students in online learning. The findings of this study have important benefits in determining learning materials and strategies to provide adequate learning services to students. Therefore, the results of this study have meaning for teachers and policymakers, which can be used as a basis for determining appropriate learning strategies and improving learning programs that utilize online media.

METHOD

The participants of this study were 120 students of the Department of Indonesian Literature, Faculty of Letters, State University of Malang (UM). A number of these participants are students who are willing to fill out a questionnaire on the Google form that aims to determine the response of students in implementing online learning. A number of these students consisted of undergraduate (S1) and master (S2) students. They attended online learning in various courses for several meetings.

Data collection was done by using a questionnaire that is distributed to students through Google form. In this study, the researcher asked the lecturer to

encourage students to fill out the online learning questionnaire at the link https://forms.gle/HrqTmhXEK7YQvQE38. The questionnaire that has been filled out by students through the link was a source of research data. Data obtained from the questionnaire could be classified into two types, namely (a) quantitative data that informs students' perceptions, and (b) qualitative data that informs the expectations and problems faced by students in online learning.

Research data were analyzed quantitatively and qualitatively. Quantitative analysis was performed using descriptive statistics to describe the percentage of the number of students based on their level of perception in assessing the models, processes, mechanisms, and strategies for implementing online learning. Meanwhile, qualitative analysis was conducted to analyze data in the form of information about expectations and problems faced by students in online learning. The qualitative analysis was carried out using steps (a) data reduction, which is an accumulation of all data to find out the similarity of data and simplification of data to facilitate understanding of the various expectations and problems faced by students in online learning, (b) data presentation, namely classification and data categorization in data units that describe study findings related to various expectations and problems faced by students in online learning, (c) interpretation of data, namely discussion of study findings based on theoretical paradigms and results of previous studies, and (d) inference of study results, namely the development of scientific propositions based on the interpretation of the study findings.

FINDINGS

Students' Perceptions in Implementing Online Learning

Student perceptions in online learning can be seen from the tendency of students to assess the implementation of online learning and student preferences regarding interaction models in online learning. The results of the study can be seen in the following table.

Table 1: Student Perceptions in the Implementation of Online Learning

Num	Aspects	Perceptions	Frequency	Percentage (%)
1	Student feelings in online model learning	Happy	24	20
		Ordinary	48	40
	Online learning models that are preferred by students	Not happy	48	
	Student responses in the implementation of synchronous online learning			40
2	The suitability of online learning is synchronous with student expectations	Synchronous	90	75
		Asynchronous	30	
	Student responses when receiving new material delivered via asynchronous online			25
3	Student responses when receiving new assignments and learning bills are delivered via asynchronous online	Well	0	0
		Enough	96	80
		Not good	24	20
	Student feelings in online model			

Num	Aspects	Perceptions	Frequency	Percentage (%)
	learning Online learning models that are preferred by students			
4	Student responses in the implementation of synchronous online learning	All of them are compatible	24	20
	The suitability of online learning is synchronous with student expectations	Most suitable	96	80
		It is not under	0	0
	Student responses when receiving new material delivered via asynchronous online			
5	Student responses when receiving new assignments and learning bills are delivered via asynchronous online	Happy	30	25
		Not happy	90	75
	Student feelings in online model learning			
6	Online learning models that are preferred by students	Happy	40	33,33
		Not happy	80	66,67

In Table 1, it can be seen that from the 120 questionnaires analyzed, it can be seen that only 20% of students expressed satisfaction, 40% of students stated normal, and 40% of students stated that they were not happy. Most of them (75%) preferred online learning with synchronous models, while other students (25%) preferred online learning asynchronous models. The results of the student assessment showed that the synchronous model of online learning was not good, 80% of students rated it good enough, and 20% of students stated that it was not good. In the implementation of the learning, most students (80%) considered that not all of the learning process was in line with student expectations. Most of the students (75%) did not like the presentation of new material using the asynchronous model and 66.67% did not like giving new assignments using the asynchronous model.

The students 'perceptions as expressed above are based on students' understanding, experience, and thoughts in implementing online learning. Some reasons given by students can be recorded in the following table.

Table 2: Reasons for Student Perceptions in Online Learning

Students' Perceptions	Reasons
Students feel happy with online learning	1) Getting new experiences 2) Facilitate the execution of tasks 3) Can work independently
Students feel quite happy with online learning	1) I can learn from home even though there are some technical obstacles. 2) Not all lectures can be followed well 3) Attention is often disturbed, except when he is presenting 4) Often the material is not understood due to technical constraints 5) More free and free in college even though the conditions

Students' Perceptions	Reasons
	at home are less conducive 6) Difficult to discuss with other friends to exchange information and ideas or ideas 7) Difficulty dividing time between homework (helping parents) studying online and doing assignments 8) Often less motivated in lectures and work assignments
Students feel unhappy with online learning	1) It consumes internet quota and is difficult to network 2) Less than optimal in understanding the material 3) Can not receive full learning material
Students prefer synchronous model online learning	1) I can receive explanations and direct interactions. 2) Can consult tasks that are difficult to understand 3) Can do questions and answers and accept input 4) Can minimize misunderstanding 5) More effective because there is the interaction between lecturers and students
Students prefer online learning asynchronous models	1) Can study independently 2) Can manage the time in working independently 3) Suitable for carrying out tasks in the form of project pilots
According to students, the synchronous model of online learning is included in enough categories for certain reasons.	1) Implementation of learning sometimes occurs obstacles 2) Learning still takes place even though there are some obstacles 3) The interaction between lecturers and students is still conducted even though the communication network is often disrupted 4) There are some lectures that the material and learning strategies are not appropriate for synchronous online learning so that it takes time
According to students, the synchronous model of online learning is not good for certain reasons.	1) Quota and network limitations 2) Less consistent in assignments so confusing 3) Repetition of unnecessary tasks often occurs 4) Looks only to fulfill meeting tasks 5) Often there is no feedback from assignments that have during face-to-face classical learning 6) Just simply present material with a presentation, such as a traditional model (lecture, assignment, etc.).
According to students, not all synchronous online learning models are in line with their expectations for a specific reason.	1) Not all topics need to be presented in direct online interaction 2) Some lectures have been done following the topic for network-limited learning 3) Some lectures often pay less attention to social conditions and competencies
According to students, the synchronous model of online learning is not in line with their expectations due to specific reasons.	1) Only adopt wholly conventional learning 2) Implement online lectures via WhatsApp groups with text (presenters upload ppt and other students give questions) 3) Perform assignments that are often without feedback from lecturers (feedback only in the form of less than written text)

Students' Perceptions	Reasons
Students feel happy if the new material is taught through online learning asynchronous models	1) The given task has a provision or an example of the format of the work. 2) Providing opportunities for students to learn new material and can more freely use various sources to understand the material. 3) Students can freely determine the right time to understand the material 4) Every student has a unique background so a flexible approach is needed 5) It can overcome the limitations of inadequate internet networks.
Students feel unhappy if new materials taught through online learning asynchronous models	1) Can not ask questions related to material that is not understood, especially if the lecturer gives tasks that need to be consulted. 2) Sometimes there are still misunderstandings about the task 3) Difficult to understand if the delivery of tasks with language that is too convoluted 4) Cannot interact directly with the lecturer to ask for an explanation
Students feel happy if the lecture assignments are delivered through online learning asynchronous models.	1) More motivating to try to persevere in solving a problem 2) There is a clear workmanship guide
Students are not happy if the lecture assignments are delivered through online learning asynchronous models	1) Do not understand the tasks given. 2) Less than the maximum results achieved in the execution of tasks due to a lack of understanding of the commands delivered.

Based on information in the questionnaire, online learning activities and interactions that students like can be seen in the following table.

Table 3: Student Perceptions of Interaction Models in Online Learning

Num	Aspects	Details	Frequency	Percentage
1	Online learning activities that are preferred by students	Presentation and discussion of new material	25	20,83
		Presentation of work results by students	20	16,67
		Consultation on work assignments faced by students	30	25
		Discussion of assignments as feedback from lecturers	35	29,17
		Explanation of tasks that must be done by students as a bill of learning outcomes	10	8,33
		Other Activities	0	0
2	Online learning model interactions that are	The lecturer presents new material on the show (PowerPoint or other) and explains its contents.	20	16,67
		Lecturers present topics in general, then discuss them.	35	29,17

preferred by students	Lecturers present ideas about the topics discussed and ask students to respond to them.	5	4,16
	The lecturer asks students to report their reading or work assignments by the order of the material in the syllabus (RPS).	10	8,33
	Lecturers monitor the results of students' understanding of new material and provide reinforcement and reflection.	30	25
	The lecturer opens the interaction to consult the tasks that must be done by students.	20	16,67

From Table 3, it can be seen that online learning activities that are preferred by students are as follows, namely (a) discussion of assignments as feedback from lecturers (29.17%), (b) consultation and explanation of assignments to be performed by students (25%), (c) presentation and discussion of new material (20.83%), (d) presentation of work results done by students (16.67%), and (e) work assignments as invoices for learning outcomes (8.33%). Meanwhile, online learning interactions that are preferred by students can be sorted as follows, namely, (a) lecturers address topics in general, then discuss them (29.17%), (b) lecturers monitor the results of students' understanding of new material and provide reinforcement and reflection (25 %), (c) the lecturer presents new material in a show (PowerPoint or other) and explains its contents or opens interactions to consult the tasks that students must do (20% each), (d) the lecturer asks students to report the results to read or work assignments by the order of the material in the syllabus (8.33%), and (e) The lecturer presents ideas about the topics discussed and asks students to respond (4.16%).

Students' Expectations in the Implementation of Online Learning

Based on the results of data analysis, from 120 questionnaires that were filled out and returned, students expressed several expectations about online learning. The students' expectations can be grouped into 3 types, namely (a) technical expectations, (b) academic expectations, and (c) social-psychological expectations. These three expectations can be seen in the following data excerpt.

Academically, students have expectations related to the implementation of online learning. From the results of data analysis delivered through a questionnaire, academic expectations expressed by students can be read in the following quotation.

Quotation 1

1) *Lecturers should provide material systematically so students can understand it clearly and more easily.*
2) *All courses should maximize the existence of online lectures by providing material reinforcement, not just assignments and monitoring assignments.*
3) *Please share the course material before online learning so that it can be read by students.*
4) *Lecturers should explain the material coherently and explain if there are assignments to be given.*

Quotation 1 informs that students want the learning material delivered in online learning to be more systematically organized and coherent so that it is easy to

understand. In learning, they hope that lecturers provide material reinforcement, in addition to giving assignments that must be done by students. Students suggest that the material to be learned is delivered earlier before the learning process.

Quotation 2:

1) *Assignments should be consistent and proportionate and not overburden students.*
2) *Lecturers should monitor the work of student assignments and provide consultation opportunities related to the assignment.*
3) *In online learning asynchronous models, the assignment must be clear and there needs to be feedback.*
4) *The workload needs to be adjusted to the online learning process.*
5) *The workload needs to be adjusted to the online learning process.*

Quotation 2 shows that in online learning, students expect that lecturers consider the consistency and portion of the work that must be done by students. Also, students expect to have the opportunity to consult and assign format provisions to facilitate task completion. In implementing learning, students also hope to get feedback from lecturers for their assignments,

Student expectations related to the implementation of online learning techniques can be seen in the following quotation.

Quotation 3:

1) *In lectures, the synchronous model needs to be combined with the asynchronous model.*
2) *The asynchronous model is very suitable to be applied in giving direction to assignments or feedback to student assignments but is not effectively used to provide lecture material.*
3) *The campus needs to make an application that is not heavy and easily accessible for the submission of assignments, delivery of face-to-face lecture material online.*
4) *Lecturers need to provide a fixed learning schedule and provide a clear duration of learning, so it is expected that lecturers and students are not too late to take part in learning asynchronous online models.*
5) *The synchronous online learning model needs to be improved, both the IT system and the learning system, so that the learning objectives can be met.*

From quotation 3, information on student expectations can be obtained from the technical aspects of online learning. Students hope that online learning will take place in a more varied and scheduled manner. They also hope for an increase in the internet network that can facilitate and facilitate the implementation of learning.

Socially and psychologically, students convey some expectations related to the implementation of online learning. This expectation can be seen in the following quotation.

Quotation 4:

1) *Online learning synchronous models need to consider the state of students who do not use WiFi.*
2) *Synchronous model online learning does not need to use video display to save more quota.*
3) *We recommend that this synchronous online learning model be carried out between 08.00 WIB and 16.00 WIB, such as during face-to-face lectures in class,*
4) *Lecturers need to know that students are in their respective hometowns so that it is difficult to get a source of reference for working on assignments.*
5) *In learning, the selection of appropriate applications is needed so that it is not difficult to reach in some areas that have difficulty in the signal.*

Lecturers need to pay attention to the social-psychological conditions of students because each student has a different condition. In quote 4, information can be obtained that not all students can access the learning network via wifi so they have to incur additional costs to be able to participate in learning. They also hope that learning will take place during study hours such as class schedules face to face in class so that learning does not take time off at night.

Students' Problems in Online Learning

Based on the results of data analysis, from 120 incoming questionnaires, all students stated that they experienced problems in implementing online learning, both conducted through synchronization and non-synchronization models. These problems can be seen in the following data excerpt.

Quotation 5:

1) *Problems faced sometimes some courses do online lectures not following the schedule or changing schedules if you do not check the group or are not active it can be left behind the information. The assignment when given online is quite a bit of time. Finally, the capabilities of laptops and cellphones need to be maximal and internet speed greatly influences the performance of online model lectures.*
2) *Network difficulties, limited quota, understanding is not yet maximal, assignments are less consistent, feedback is unclear, lecture time changes accordingly between lecturers and students, and even some subjects are forced to do online learning at night until 21:00 WIB.*
3) *The main problem is the internet connection which is sometimes unstable, not to mention that when the electricity fails the online learning that is followed can stop right then and there. Besides, some students did not understand the material explained online because they could not concentrate as when such as learning in class directly.*
4) *The main obstacle is the intermittent sound. Also, there is some convoluted or inadequate delivery of tasks by students. If it is submitted via WhatsApp it will cause a new argument in which the solution is still floating.*
5) *I am often constrained by signals that are not good enough so that what is conveyed by friends who are presenting and commands from lecturers is unclear. It is recommended that the synchronous model online learning is done during the day, so students are not sleepy and can follow the learning well.*
6) *Occasionally experience interference with the network when doing online lectures using applications such as video call. Discord, Zoom and we are from different areas so there must be problems in the network*
7) *Sometimes the lecturer explains too much material or topic or information about the assignment to be given. This makes students a little confused with the core things delivered by the lecturer.*
8) *Many obstacles that I experienced. The most important network obstacle. Next is still not finding the right learning patterns. The last obstacle is the lack of interaction between fellow students resulting in discussion forums on lecture topics.*

Based on Quotation 5 above, it can be obtained information that in implementing online learning, students experience several obstacles. These constraints include (a) internet network connection constraints that are not strong so that learning activities are often interrupted, (b) constraints of limited laptop and handphone capacity so that they cannot receive learning material effectively, (c)

constraints of learning schedules that change often forget and can not follow the learning well, (d) the constraints of learning time that uses night time so that they cannot concentrate on following the learning because the conditions are tired, (e) the convoluted learning material constraints making it difficult to understand, (f) task constraints that are too many so that they cannot complete tasks maximally, (g) constraints of interaction with lecturers so that understanding of learning material is less than optimal, and (h) constraints of cooperative interaction so that discussion forums between students are limited.

DISCUSSION

In online learning, students assessed that the implementation of learning has not been done optically. The implementation of learning was not following the expectations of students, both related to the organization of the material, the assignment system, learning interactions, and the readiness of the available network connections. The limitations in some of these things affected the perception of students. The low perception of students in learning occurred because of the lack of maximum interaction between students with various factors as a learning environment. The learning environment faced by students in learning activities became a stimulus received by students physiologically and sensitively then organized and understood (Ovbiagbonhia, Kollöffel, and Brok 2019). Perception is a mental process that occurs in students as a result of the stimuli that come from the learning environment.

Every student has different experiences and knowledge in implementing online learning. These differences lead to differences in students' perceptions of accepting the learning environment they receive. Internal factors in the form of knowledge and experience, individual attention and interest, needs and desires, and moods are factors that influence the perception of each individual in receiving stimulus from their environment (Yoo and Kim 2019). Students will have a good perception of learning if the stimuli received by the individual are in line or following these internal factors. Therefore, to build good perception, external factors that influence perception can be in the form of substance, context, and events that can be sensually captured by individuals that need to be adjusted to the needs of students.

Efforts to create a learning process that can be well received by students become important activities because of whether or not perceptions affect the quality of the process and learning outcomes. To be able to create good perceptions, learning systems need to be built according to the needs and expectations of students (Mutlu and Yıldırım 2019). Learning materials, learning strategies, and learning media as components that build learning systems need to be based on student needs. A pleasant learning environment can maintain and increase student motivation so that the learning process can take place effectively and the achievement of learning experiences for the better.

Quality learning is an important requirement in developing and maintaining quality graduates. High-quality learning leads to greater efficiency in the achievement of social skills and knowledge for graduates. These social skills and knowledge are needed by students because this knowledge has an important

meaning in their lives. Higher education as an agent of change has an important role in making changes in student behavior and the environment of the communities where they live. Quality learning not only develops the ability of students to have competitiveness at work but also encourages them to strive to become civilized citizens who can contribute to community development (Allam 2018).

The findings of the data analysis results show that in online learning, students have academic, technical, and social-psychological expectations. This expectation is the target to be obtained in the learning process so that they can achieve maximum results. Expectations in learning influence the work done and encourage them to act under these expectations (Ding and Rubie-Davies 2019). The achievement of the expectation can increase motivation to be more active in learning.

In online learning, students try to master learning material that is academically useful for their development. Students strive to achieve academic ability to be able to analyze, interpret, evaluate, and think logically to solve problems using various resources and strategies (León-Del-Barco et al. 2019). To achieve these objectives, lecturers need to create a learning process that can maintain student motivation. These efforts can be done through understanding the learning needs and expectations of students in learning (Whitelock-Wainwright et al. 2019). Lecturers can analyze student learning needs and are willing to listen to various student desires. Lecturers can create mechanisms and learning environments that can motivate students to achieve their learning targets (Darling-Hammond et al. 2020). Understanding the needs and expectations of these students can direct lecturers in choosing learning materials and strategies that are in line with student conditions.

In implementing online learning, students face various learning obstacles. The learning obstacle is a learning problem. The problem is caused by a mismatch between student expectations and the reality experienced in learning. Students feel something is missing or does not meet what is desired (Ikeziri et al. 2019). These learning constraints can hamper the smooth learning process to obtain a new change in behavior as a whole.

Some factors that cause students' learning constraints in online learning are network connection, learning time, assignment and learning content, learning implementation schedule, and learning interactions. These factors are environmental factors that can be a cause of the learning period. (Tulinayo, Ssentume, and Najjuma 2018) revealed factors in the learning environment, including learning materials, strategies used by teachers in teaching, learning facilities and facilities that are not appropriate, new learning media that have not been mastered by students can be a cause of learning constraints.

In college learning, learning problems can be caused by learning disorders and learning disfunction. A learning disorder is a learning problem or obstacle caused by a learning disability, that is, what is received by students in the learning process is not under the habits and expectations of students. Learning dysfunction is a problem or learning constraint caused by a malfunction of the learning process. This happens because the learning process does not consider the conditions and learning needs of students (Armesto et al. 2018).

Learning constraints have an impact on the quality of the process and learning outcomes. The learning process cannot run well if students experience many

obstacles in learning. Learning activities cannot be carried out effectively because students are constrained by certain factors, for example, a mismatch between the learning model chosen by the lecturer and student desires, unclear assignment models, boring learning material, and so on. This lack of fluency in learning activities significantly influences the quality of student learning outcomes. Therefore, to improve the quality of student learning outcomes, understanding and solving student learning problems is an important effort that must be done by lecturers in the learning process (Shirani Bidabadi et al. 2016).

CONCLUSION

Understanding student perceptions, expectations, and constraints in learning is an important factor that must be mastered by lecturers in conducting lectures. Student perceptions in the implementation of the learning process are strongly influenced by the learning environment faced, as well as by the internal factors of students themselves. Therefore, the creation of an environment and learning process that is in line with the needs and expectations of students becomes an important part that must be considered by lecturers. Match between student expectations with the conditions of the learning environment can minimize learning constraints to improve the quality of the process and learning outcomes. Therefore, this study has important benefits for lecturers and teachers in implementing learning. By understanding the findings of this study, teachers can design appropriate learning materials, choose appropriate strategies, and prepare adequate learning systems and media, especially in implementing online learning. For educational providers, these findings can be a source of reference in determining policies for the implementation of learning that utilizes online learning systems. For subsequent researchers, the results of this study can be a source of reference in designing methods and discussing the results of the study.

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